

## Jefferson Elementary

809 West Elizabeth Street  
Jefferson, South Carolina 29718

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	332 Students	
<b>Principal</b>	Wendy Folsom	843-658-3295
<b>Superintendent</b>	John E. Williams, Jr., Ph.D.	843-623-2175
<b>Board Chair</b>	Jerry D. Holley	843-334-8420

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	29	62	10	1

### IMPROVEMENT RATING

### GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

### NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Good	No
<b>2005</b>	Average	Good	No

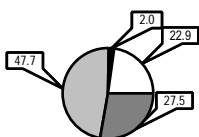
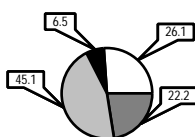
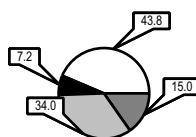
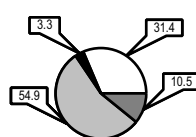
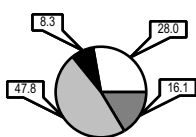
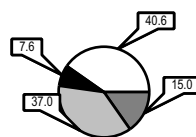
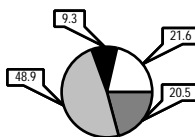
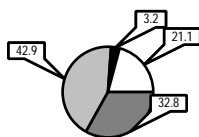
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	171	98.3	21.9	48.3	27.8	2.0	43.7	Yes	Yes
<b>Gender</b>									
Male	99	97.0	25.3	53.8	19.8	1.1	35.2		
Female	72	100.0	16.7	40.0	40.0	3.3	56.7		
<b>Racial/Ethnic Group</b>									
White	111	97.3	13.3	51.0	32.7	3.1	51.0	Yes	Yes
African American	55	100.0	41.7	41.7	16.7	0.0	25.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	147	99.3	20.9	46.3	30.6	2.2	48.5		
Disabled	24	91.7	29.4	64.7	5.9	0.0	5.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	171	98.3	21.9	48.3	27.8	2.0	43.7		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	170	98.2	22.0	48.0	28.0	2.0	43.3		
<b>Socio-Economic Status</b>									
Subsidized meals	102	97.1	32.1	48.8	19.0	0.0	32.1	No	Yes
Full-pay meals	69	100.0	9.0	47.8	38.8	4.5	58.2		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	171	98.8	25.7	45.4	22.4	6.6	42.8	Yes	Yes
<b>Gender</b>									
Male	99	98.0	30.4	42.4	21.7	5.4	35.9		
Female	72	100.0	18.3	50.0	23.3	8.3	53.3		
<b>Racial/Ethnic Group</b>									
White	111	98.2	17.2	46.5	27.3	9.1	54.5	Yes	Yes
African American	55	100.0	41.7	45.8	10.4	2.1	16.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	147	99.3	22.4	47.8	23.1	6.7	45.5		
Disabled	24	95.8	50.0	27.8	16.7	5.6	22.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	171	98.8	25.7	45.4	22.4	6.6	42.8		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	170	98.8	25.2	45.7	22.5	6.6	43.0		
<b>Socio-Economic Status</b>									
Subsidized meals	102	98.0	36.5	47.1	14.1	2.4	27.1	No	Yes
Full-pay meals	69	100.0	11.9	43.3	32.8	11.9	62.7		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	171	98.8	43.4	34.2	15.1	7.2	22.4
<b>Gender</b>							
Male	99	98.0	47.8	33.7	13.0	5.4	18.5
Female	72	100.0	36.7	35.0	18.3	10.0	28.3
<b>Racial/Ethnic Group</b>							
White	111	98.2	30.3	39.4	22.2	8.1	30.3
African American	55	100.0	70.8	27.1	0.0	2.1	2.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	147	99.3	41.0	34.3	16.4	8.2	24.6
Disabled	24	95.8	61.1	33.3	5.6	0.0	5.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	171	98.8	43.4	34.2	15.1	7.2	22.4
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	170	98.8	43.0	34.4	15.2	7.3	22.5
<b>Socio-Economic Status</b>							
Subsidized meals	102	98.0	58.8	30.6	5.9	4.7	10.6
Full-pay meals	69	100.0	23.9	38.8	26.9	10.4	37.3

<b>Social Studies</b>							
All Students	171	98.8	30.9	55.3	10.5	3.3	13.8
<b>Gender</b>							
Male	99	98.0	37.0	48.9	10.9	3.3	14.1
Female	72	100.0	21.7	65.0	10.0	3.3	13.3
<b>Racial/Ethnic Group</b>							
White	111	98.2	24.2	59.6	11.1	5.1	16.2
African American	55	100.0	45.8	47.9	6.3	0.0	6.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	147	99.3	25.4	59.0	11.9	3.7	15.7
Disabled	24	95.8	72.2	27.8	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	171	98.8	30.9	55.3	10.5	3.3	13.8
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	170	98.8	31.1	55.0	10.6	3.3	13.9
<b>Socio-Economic Status</b>							
Subsidized meals	102	98.0	43.5	49.4	5.9	1.2	7.1
Full-pay meals	69	100.0	14.9	62.7	16.4	6.0	22.4

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	55	100.0	25.5	32.7	40.0	1.8	41.8
	4	50	98.0	19.1	53.2	27.7	N/A	27.7
	5	47	100.0	17.8	51.1	31.1	N/A	31.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	65	96.9	25.9	36.2	34.5	3.4	37.9
	4	60	100.0	20.0	56.0	24.0	0.0	24.0
	5	46	97.8	18.6	55.8	23.3	2.3	25.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	55	100.0	25.5	58.2	14.5	1.8	16.4
	4	50	100.0	25.0	47.9	16.7	10.4	27.1
	5	47	100.0	15.6	55.6	26.7	2.2	28.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	65	98.5	37.3	49.2	8.5	5.1	13.6
	4	60	100.0	22.0	46.0	28.0	4.0	32.0
	5	46	97.8	14.0	39.5	34.9	11.6	46.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	65	98.5	52.5	32.2	11.9	3.4	15.3
	4	60	100.0	38.0	40.0	16.0	6.0	22.0
	5	46	97.8	37.2	30.2	18.6	14.0	32.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	65	98.5	27.1	62.7	10.2	0.0	10.2
	4	60	100.0	30.0	56.0	10.0	4.0	14.0
	5	46	97.8	37.2	44.2	11.6	7.0	18.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 332)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.0%	Down from 4.0%	3.8%	3.0%
Attendance rate	95.4%	Up from 94.9%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.0%	No change	3.8%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.1%	Down from 5.3%	3.3%	3.2%
Eligible for gifted and talented	12.1%	Down from 12.4%	10.7%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.8%	Up from 5.8%	9.0%	8.2%
Older than usual for grade	2.7%	Up from 1.3%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 23)</b>				
Teachers with advanced degrees	60.9%	Down from 66.7%	51.4%	52.6%
Continuing contract teachers	91.3%	Down from 95.2%	84.2%	83.3%
Highly qualified teachers	100.0%	Up from 95.0%	94.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	82.9%	Up from 75.9%	87.1%	87.0%
Teacher attendance rate	95.5%	Up from 94.2%	94.7%	95.0%
Average teacher salary	\$40,744	Up 2.2%	\$41,504	\$41,703
Prof. development days/teacher	19.9 days	Up from 15.1 days	13.1 days	12.8 days
<b>School</b>				
Principal's years at school	0.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 21.9 to 1	18.5 to 1	18.8 to 1
Prime instructional time	88.1%	Up from 85.1%	89.1%	89.8%
Dollars spent per pupil*	\$5,840	Up 12.9%	\$6,017	\$6,242
Percent of expenditures for teacher salaries*	69.9%	Up from 67.4%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	98.0%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2004-2005 school year at Jefferson Elementary has proven to be quite a successful year. Our students have strived to make significant gains in academics, athletics, and community service. We are very excited about their accomplishments.

With the implementation of No Child Left Behind (NCLB), the topic of accountability has become a more prevalent issue of concern. There are strict requirements for teachers and students. NCLB requires all staff working at Title I schools to be "Highly Qualified," and all certified and not-certified staff have met these standards. Adequate Yearly Progress (AYP) is the assessment used to measure the level of student proficiency at the school. JES has met all 16 AYP's academic objectives. The students actually have increased their PACT scores and have earned a "Good" classification for the Improvement Rating of the School Report Card. As a result, JES has been recognized as a Palmetto Silver Award winning school.

Our percentage of students scoring proficient and advanced on PACT in both English language arts (ELA) and math are at the highest levels in the last three years. In ELA, our students soared from 23.1% to 34.5% (a 33% increase), and in math from 19.6% to 25.0% (a 22% increase). Approximately 80% of all regular education students enrolled in the Success For All (SFA) reading program from its inception are reading on or above grade level and over 54% of these students are served in advanced level reading classes.

In addition to the instruction received in the classroom, JES tries to enrich and broaden the students' educational experiences through various extracurricular activities. Educational field trips have been planned to museums, zoos, and state parks. The artist-in-residence program has had Laura Boosinger, who specializes in folk music, work with the fourth grade social studies standards to bring them to life with her animated stories and songs. Author and illustrator, Chris Soenptiet, spent a day with all the students sharing his secrets of success and encouraging students to read and write. The students truly seem to benefit from these opportunities.

Again this year, the students have shown their athletic potential. Thirty-nine students have scored at the 85th percentile on the President's Physical Fitness Challenge and qualified for the National Fitness level award. The students are required to perform activities that measure strength, flexibility, and endurance.

Our students have also had the opportunity to participate in various community service projects. The students have raised over \$1300 to support the Red Cross' tsunami relief efforts, Leukemia and Lymphoma Society, and the St. Jude Hospital.

Jefferson Elementary School is committed to excellence and is proud to provide a safe and nurturing environment that challenges all of its students to grow and learn. With the support of the parents, community, and businesses, the students of JES will continue to this tradition.

Scott Eddins, Principal

Deanna Jowers, School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	26	41	44
Percent satisfied with learning environment	96.0%	90.2%	90.7%
Percent satisfied with social and physical environment	84.0%	95.1%	88.4%
Percent satisfied with school-home relations	65.4%	92.7%	72.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.